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Texas Agricultural Extension Service

Collecting Information on Participant Reactions

Evaluation Materials

Texas Agricultural Extension Service • Zerle L. Carpenter, Director • The Texas A&M University System • College Station, Texas

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COLLECTING INFORMATION ON PARTICIPANT REACTIONS

Ellen Taylor-Powell Mary G. Marshall
Program and Staff Development

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PARTICIPANT REACTIONS

An important aspect of program evaluation is what clientele think they gained from participation in the Extension program.

Reactions and perceptions of participants toward Extension programming indicate program results and effects. They also provide input for planning subsequent events and improving program delivery. In the end, it is clients who will or will not adopt and apply the recommended changes. It is their judgment and personal evaluation of the Extension activity and the recommended change that counts, not ours or the research scientist's. What these people think about the Extension program, how they view the Extension message - whether it is useful, appropriate, delivered in a manner that they can understand - are reactions that need to be documented.

Participant feedback provides information concerning reactions, perceptions, attitudes, thoughts and feelings about the Extension activity. The focus is on what participants think about what is taught, how it is taught, what they perceive as the important aspects, what they think they'll do as a result of their education, or what they recommend for future programs. What information is needed depends on the purpose of the evaluation, what the evaluation user wants to know, and on what information can realistically be obtained.

Using various and multiple methods improves the validity of the evidence obtained from participants to reflect an unbiased assessment of the Extension program or some part of it.

Participant reactions may be obtained from:

- **OBSERVATION** - systematic observation of participant reactions to activities, demonstrations, etc.;
- **TESTIMONIAL** - personal account or narrative by participants;
- **CASE STUDY** - detailed information giving a thorough picture of the situation;
- **GROUP ASSESSMENT** - account by a knowledgeable group of people;
- **INTERVIEW** - verbal response through questioning or discussion;
- **QUESTIONNAIRE** - paper-and-pencil response by participants.

Any combination of these methods may be employed in obtaining quality participant reactions.

Observation

Observation is the systematic collection of information about behavioral actions and patterns. Observation is not only pervasive in everyday life but it becomes a data gathering technique when it **(1) is planned for specific use, (2) serves a study purpose, (3) is recorded carefully,** and **(4) is valid and reliable.** The key to using observations in evaluating Extension programs is to make sure that the observations are planned and recorded systematically.

When description is needed to explain the behavior under study, observation is particularly appropriate. It provides the opportunity to record behavior as it occurs naturally in the setting. It is a way to document actual behavior rather than depending on what an individual says in an interview or on a questionnaire. Also, observations are less demanding of participants. Some clientele may be unable or unwilling to respond to questions. Observation, however, may not be realistic when the program group is large and dispersed.

Observation in evaluation may require simply watching and documenting behavior. However, participant observation often means more than just watching. It means listening and recording what is seen and heard, asking questions, studying documents, and immersing oneself in the situation being studied. The object is to understand the situation as if one were a participant in the program - to see the experience as the participant does.

Observation may be combined with other techniques, such as questionnaire or group assessment, to improve information quality. It is critical that observation and documentation be carried out systematically to be relevant to the study and avoid bias. If program area committee members are involved in making observations, they need to be prepared in advance with a checklist of what to look for and instructions on how to record their observations.

Ideas for Collecting Observational Information

- Observe the same person or group of people at different points over time, such as once a week or once a month.
- Carry a program diary to jot down on-the-spot observations, participant comments and situational information related to the program.
- Visit farms/homes randomly at the time when participants would most likely be observed practicing the recommendation.
- Identify a time sequence during which observations of participants or groups of participants would seemingly yield important information. Observe participants or groups throughout this sequence.
- Use **debriefing** questionnaires to gain information from observers, not the participants. Important questions are determined before

observation, then the observer fills out the questionnaire after observation.

- Use checklists during an activity to record behavior or circumstances. See the example below.

Example Observation Checklist

TO RECORD OBSERVATIONS ABOUT PEOPLE ATTENDING INDIVIDUAL DEMONSTRATIONS/EXHIBITS; MAY HAVE SEVERAL OBSERVERS, EACH AT A DIFFERENT LOCATION TO DETERMINE THE FREQUENCY AND KINDS OF STOPS MADE BY VISITORS.

Site: Field Day

Date: ____________

Number of people who stopped by exhibit #1 ________

(make a mark for each) ________

____

Number of people who asked a question to

agent supervising the exhibit: ________

____

____

Kinds of questions asked:

____

____

____

Could people hear? YES NO

Could visuals be seen by all? YES NO

Was there enough space for all to see? YES NO

Comments made at end of exhibit: ______________________

____

____

Testimonial

Testimonials are statements (narratives) by program participants indicating their personal responses and reactions to the Extension program.

Testimonials are useful for documenting the personal experiences of individuals in a program or in using an Extension recommendation. They are also useful for documenting benefits gained from the Extension activity. They serve to promote Extension information and recommendations when clientele hear from one of their peers about the benefits derived.

Testimonials may take the form of telephone calls, letters to the agent, informal comments, and acknowledgements in the media. It will be important to compile and save records of the testimonials - noting when and why the testimonial was given - to be able to explain any bias in reporting.

Combine testimonials with other program reaction information. A variety of data will stand better than a single testimonial or several testimonials.

It is possible that some testimonials will be negative. In such cases, their content may be useful primarily for program improvement rather than program promotion. Records of negative testimonials will point to areas where follow-through or change may be indicated.

Ideas for Soliciting Testimonials

* END OF MEETING COMMENTS: Often right at the end of a meeting or activity, participants will informally discuss their reactions. Record these informal comments as you hear them.

* BEFORE ADJOURNING THE MEETING/ACTIVITY: Pose a direct question to the participants, "What did you think of this activity? Is it going to help you?" Write down these comments or ask participants to write their comments on a piece of paper. Participants are encouraged to express anything that stands out in their minds.

* THE NEXT DAY after the event, telephone various participants at random and get their reactions to the activity. This may take only 15 - 20 minutes during the next morning; or call in the evening if most participants are unavailable during the daytime.

* INVOLVE THE PROGRAM AREA COMMITTEE: Obtain members' personal testimonials about the activity. Ask each member, "What did you think about the activity?" Ask members to document what they hear other people say. Or you might have each committee member speak with 5 - 8 people after the meeting or telephone them the next day to obtain testimonials.

Case Study

A case study is an evaluation design which provides comprehensive information about a single case. The "case" may be an **entire program**, a **group** of participants, or **single individuals**.

The purpose of conducting a case study is to obtain as complete a picture as possible of what is going on and why. To do so, the evaluation usually extends over a period of time.

Also, multiple information sources are used in a case study. Information may be obtained through interviews, surveys, observations, analysis of documents, memos or reports. In the full sense of the definition, a case study involves all the other methods for obtaining participant reactions that have been discussed. The result is an in-depth description of what is occurring in the program, to individuals or the group being evaluated.

Collecting a variety of information provides the opportunity to explore more thoroughly and understand complex situations. It offers the chance to uncover insights and program effects that may not have been expected.

In conducting a case study, there may be a temptation to present more than the facts. Care must be taken to provide a valid and unbiased presentation of the case. Case studies can be time-consuming because much information is needed.

When a case study is appropriate:

- To get examples of specific program impacts, "success stories,"
- When description of long-term, far-reaching impacts is needed,
- To explain the results of a larger study (such as a survey) which has findings about group characteristics,
- To broaden insights for future program planning and development,
- To get an indication of the critical factors affecting program impact, which can then be applied in a broader study.

Things to keep in mind:

A key to a successful case study is to conduct the study in an organized and systematic fashion. Selection of the case to include, types of information to collect, the time frame, and uses of the study information should be determined before the study begins.

Care must be taken to try to remain objective, to avoid speculating or interpreting for the case, and to avoid generalizing the findings to inappropriate groups.

Group Assessment

Group assessment consists of a systematic discussion by a group of persons who are particularly knowledgeable about the subject. This group could be an Extension Program Council, task force, program area committee, commodity representatives, community leaders, program participants, or any combination of these.

The method requires a discussion leader who has a clear idea of the assessment's purpose and a specific agenda for the type of input or decisions needed by the group. The key is an effective discussion leader who is well prepared before the meeting begins.

Group assessment is a relatively quick way to analyze a topic with persons who can provide a variety of insights. Depending upon the makeup of the group, however, minority opinions might not be expressed. It is important to be aware of any biases that may occur.

Ways to conduct a group assessment:

These types of group assessment may be used separately or in combination.

* **OPEN-ENDED DISCUSSION QUESTIONS**: The leader prepares a few general questions for discussion. He/she needs to tell the group the kinds of decisions to be reached as a result of the discussion. This works well in a small, relatively uninhibited group, but may not work well in a larger group or one that feels less free to discuss opinions openly.

* **QUESTIONNAIRE FOR DISCUSSION**: A questionnaire to assess the situation or rate a program is given individually at the beginning of the meeting. Results are tabulated, not as the final evaluation by the group, but as a means to structure the discussion: Does the group agree or disagree with the results, and why?

* **VOTING ON OR RANKING A LIST**: The discussion leader prepares a list of relevant parts of a program or important factors affecting the program's success. The group ranks the importance of items on this list, either by individual ballot or a show of hands. This can be used to start discussion or to represent the final group decision.

* **SMALL GROUP DISCUSSION**: Especially for large groups, it is often helpful to divide into smaller groups. Each group discusses and evaluates the whole program or small groups may each have a different topic to discuss. Results are reported to the total group. Questions, suggestions and comments can be handled by the total group after all small groups have reported.

* **INDIVIDUAL REACTIONS**: Each person writes down his/her own reactions, evaluations, or answers to a discussion leader's questions, then reports to the group. This gives a wide range of initial reactions about the program being evaluated and a basis for group discussion. No discussion is permitted until everyone has reported and no criticism is allowed. An alternative is to hand in anonymous individual reports to the discussion leader.

* **PROGRAM REPORT**: Begin the meeting with a report by a person or committee who has been closely involved with the program. After the report, the total group asks questions, makes comments and suggestions, and evaluates the program's status. The key is to make sure that the group is the appropriate one to react to and evaluate the report.

* **PRESENTATION OF AVAILABLE INFORMATION**: The discussion leader presents information already available about the program being evaluated. This could be secondary data, enrollment or participation figures, or letters to the agent. The group then evaluates the program's status based on this information. The group may also decide on other types of information to be collected to complete the evaluation.

Responsibilities of Group Discussion Leader

1. Before the meeting, select the type(s) of group assessment that will be used.

2. Choose the group - one that already exists or one convened for the evaluation alone. Participants must be knowledgeable enough of the subject to make an informed evaluation. At the same time, try to get as wide a range of viewpoints as possible.

3. Set a meeting time and place. When it is an existing group, the regular meeting time can be used if the agenda permits.

4. Decide what the group must decide. Before the meeting, have a specific idea of the kind of decisions the group should reach by the end of the meeting. At the beginning of the meeting, tell the group what they will be deciding, and how the decisions will be used. The key is advance preparation.

5. Write it down! This applies to plans made before the meeting and also to results of the meeting.

6. Conduct the group assessment meeting. The discussion leader must manage the meeting so as to involve everyone, keep the discussion relevant, elicit necessary input, and reach a conclusion.

7. Record the results. The decisions reached must be recorded during or immediately after the meeting so that the evaluation results can be accurately recalled and used. If a consensus is reached, note that the decision was a consensus. If differing opinions result, note the different lines of thought.

8. Report the results. Make sure that the appropriate program audiences and evaluation users receive a report of the group assessment results.

9. Use the results for further program development. The discussion leader may even be prepared to have the group make planning suggestions based upon the evaluation of the program.

Interview

In interviews, participants are asked questions verbally and their responses are recorded. Interviews may be done either face-to-face or by telephone. Face-to-face interviewing is more effective and personal, but it is also more expensive and time consuming than some other techniques.

There are three interview approaches. These differ by the extent to which questions are determined before the interview is started.

One approach is the informal or unstructured technique. This is done casually in a naturally occurring conversation or interaction. The person interviewed probably doesn't even know that he/she is being interviewed. This approach is particularly appropriate when exploring participant reactions to the program and probing for insights into what people think about the activity. This nondirective interviewing is usually combined with participant observation to provide a fuller understanding of participant reactions.

The second approach uses an interview guide - a list of questions or issues to be covered during the interview. Using a list insures that the same information is collected from all persons being interviewed; comparable information is obtained. Within the topics to be covered, however, the interviewer is free to probe and ask questions to understand participants' reactions.

The third approach is the structured interview. Questions and their wording are fixed; all questions are written out in advance exactly as they are to be asked. Such standardizing avoids interviewer effects because the same questions are asked of each participant. Analysis is easier, but there is little opportunity to explore individual or situational differences.

Tips on interviewing

- Identify yourself immediately with Extension as the sponsoring agency.
- Indicate clearly the purpose and use of the interview information and how the individual's responses will be useful.
- Use a facilitating approach by asking participants for their valuable assistance in evaluating the Extension program. Show the importance of their participation, i.e. "You are one of a few people selected..."
- Assure the participant that responses are confidential.
- In face-to-face interviews, dress similarly to people being interviewed.
- Be courteous and pleasant.

- Maintain a neutral stance - do not influence questions or responses through your words or manner.
- Be familiar with the questions which are to be asked. If a standardized questionnaire is being used, practice reading the questions so that your tone is natural but the wording follows exactly that of the question.
- Record exactly what the respondent says. Do not summarize, interpret or correct the respondent's answers.
- Always close with an expression of thanks.

Questionnaire

For many evaluation activities, questions will be the major source of information. A questionnaire is a pen-and-paper instrument for getting similar information from people. Questionnaires may be mailed for return or handed out for filling in on-the-spot.

Writing questions and constructing a questionnaire takes time and attention. The beginning points are to **know what kind of evidence/information is needed** to meet the purpose of the evaluation and to **know how the information is to be used.**

Planning the Questions

- Make a list of what you want to know: Was there something different or "special" that you want to get reactions to?
- Keep the list simple, clear, concise.
- Think about what you really want to know when you're wording the question. Think about how to ask it so that you get the information you want.
- Don't ask a question unless it has a purpose and is directly related to what you want to find out.

Designing the Questionnaire

- Identify the questionnaire with the sponsor, the county Extension office.
- Begin with an Introduction:

> Example: Please help us evaluate our [**name of program; activity to be evaluated**] by taking the time to answer the following questions. Your opinions and reactions are important. Thanks for your help.

- Confine the total questionnaire to 1-2 pages, with ample spacing.
- Arrange the order of the questions to flow smoothly. Have the more general questions first followed by more specific questions.
- Place demographic questions (age, sex, race, etc.) at the end of the questionnaire.
- Provide directions for how to answer. Place directions in parentheses. It is better to repeat directions too often than not often enough.
- Clarify wording - such words as **nice, good, like** are not as clear as **useful, helpful, timely, relevant,** etc.

- Keep the response categories in the same order.

Example:

Don't switch from.......................to

1 YES	1 NO
2 NO	2 YES

Example:

Don't switch from.................................to

1 OFTEN	1 HARDLY EVER
2 OCCASIONALLY	2 OCCASIONALLY
3 HARDLY EVER	3 OFTEN

- Avoid causing respondents to turn a page in the middle of a question or between the question and response categories.
- Pre-code items and responses as much as possible to help with data tabulation and analysis.
- Check out meanings with a few other people to see if they clearly understand the intent of the questions. The recommended approach is to pre-test the questionnaire with people similar to those in your evaluation.
- Put yourself in the respondent's place: How would you react to each question and to the questionnaire in general?
- Always close with a "Thank you."
- Use a good grade of paper, so copy doesn't show from the other side.
- Use quality print in easy-to-read typeface.

On the following pages are examples of types of questions and formatting that may be useful. These are **examples only** and should be adapted to meet particular program and information needs.

REMEMBER -
KEEP THE QUESTIONNAIRE SHORT, SIMPLE, TO THE POINT.

A. PROGRAM CONTENT

IF YOU WANT TO KNOW:

Which content covered is the most useful?
Does what is offered/learned meet expectations?
Is the content clear and suitable to the learner situation?

USE QUESTIONS SUCH AS:

- To what extent did the program meet your expectations? (Circle the appropriate number)

  LOW - 1   2   3   4   5 - HIGH

- What wasn't covered that you expected would be covered?

  ____

  ____

- Indicate the usefulness to you of the information presented (Circle one number for each item)

	NOT USEFUL	SLIGHTLY USEFUL	MODERATELY USEFUL	VERY USEFUL
A. LIST TOPICS	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
D.	1	2	3	4
E.	1	2	3	4

- Various material was presented during these sessions. To what extent do you think you understood the following topics: (Circle one number for each topic below)

	DID NOT UNDERSTAND	UNDERSTOOD A LITTLE	UNDERSTOOD MOST OF IT	UNDERSTOOD VERY WELL
A. LIST TOPICS	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
D.	1	2	3	4

- The program was planned to address four **[give number]** major objectives. To what extent did the program help you to: (Circle a number of each item)

	NOT AT ALL	VERY LITTLE	SOME-WHAT	VERY MUCH
A. LIST OBJECTIVES	1	2	3	4
B. OF THE	1	2	3	4
C. PROGRAM	1	2	3	4
D.	1	2	3	4

B. PROGRAM METHODS AND DELIVERY

IF YOU WANT TO KNOW:

Which educational method was more effective/preferred/suitable?
Which learning materials were most useful?
Which presentations were more useful/effective?
What were reactions to participatory or new teaching methods?
How were the educational materials received? Were they clear, too long?

USE QUESTIONS SUCH AS:

- What are your reactions to: (Circle the appropriate number)

	POOR		MODERATE		EXCELLENT
A. Teaching techniques used	1	2	3	4	5
B. The videotapes used	1	2	3	4	5
C. Length of program sessions	1	2	3	4	5
D. Number of sessions	1	2	3	4	5
E. Usefulness of handout materials	1	2	3	4	5
F. Quality of the presentation	1	2	3	4	5

- We used multiple techniques and resources in offering this program. What is your opinion about the following? (Circle appropriate number for each item)

	LOW		MODERATE		HIGH
A. Workshops	1	2	3	4	5
B. Bulletins/notebook	1	2	3	4	5
C. Individual development of a marketing plan	1	2	3	4	5
D. Conference with commodity organization	1	2	3	4	5
E. Videotapes	1	2	3	4	5

- What is your opinion about the innovative method **[name it]** that was tried?

____

____

C. LEARNING ENVIRONMENT-SETTING AND RESOURCES

IF YOU WANT TO KNOW:

Was the setting comfortable and conducive to learning?
Were staff available and able to answer questions/meet needs?
Were the arrangements and logistics satisfactory?
Were the resources adequate?

USE QUESTIONS SUCH AS:

- How would you rate the program? (Circle a number from 1 to 5 below for each item)

	LOW ←			→ HIGH	
A. Comfortable setting	1	2	3	4	5
B. Responsive staff	1	2	3	4	5
C. Capable staff	1	2	3	4	5
D. Adequate resource materials	1	2	3	4	5

- Was your stay satisfactory? (Circle one number)

1 YES
2 NO

Comment:____

____

____

- During the conference, were you able to see well enough? (Circle one)

1 YES
2 NO

- Could you hear everything that was said? (Circle one)

1 YES
2 NO

- Where else might we meet?

____

____

D. PROGRAM PARTICIPATION

IF YOU WANT TO KNOW:

Who are the participants-characteristic/representativeness of the clientele?
How often do people use Extension? What affects this?
For whom is this program suitable?
Was the promotion/advertisement adequate? How do people learn about programs?

USE QUESTIONS SUCH AS:

- Was this your first Extension program? (Circle the number of your answer)
  1 YES
  2 NO

- Would you attend another Extension program? (Circle one)
  1 YES
  2 NO
  3 NOT SURE

- How many of the 3 **[give actual number]** sessions did you attend? (Circle one)
  1 ONE
  2 TWO
  3 THREE

- Was the time of the program convenient? (Circle one)
  1 YES
  2 NO

- Was the date of the program, **[specify the date]**, convenient? (Circle one)
  1 YES
  2 NO

- Was the location of the program convenient? (Circle one)
  1 YES
  2 NO

- Were you able to get to the **[program location]** easily? (Circle one)
  1 YES
  2 NO

- How did you learn about this program? (Check all that apply)

  [ ] a. A BUSINESS ASSOCIATE
  [ ] b. FRIEND/NEIGHBOR
  [ ] c. NEWSPAPER
  [ ] d. EXTENSION OFFICE
  [ ] e. OTHER-specify ________________

LIST ALL OPTIONS

- Who else in our community/area would benefit from attending this program?

____

____

- How were you involved in this program? (Check all that apply)

  [ ] a. IN PLANNING
  [ ] b. IN PREPARING BAKED GOODS TO SELL
  [ ] c. SELLING TICKETS
  [ ] d. ADVERTISEMENT
  [ ] e. ALL ACTIVITIES

LIST ALL OPTIONS

- Do you think the registration fee was: (Circle one answer)

  1 TOO HIGH?
  2 JUST RIGHT?
  3 TOO LOW?

<u>DEMOGRAPHIC QUESTIONS</u> **Always put demographic questions at the end of the questionnaire.**

- What is your sex? (Circle one)

  1 MALE
  2 FEMALE

- What is your age? (Circle one)

  1 UNDER 18
  2 18 - 24 YEARS
  3 25 - 34
  4 35 - 49
  5 50 - 64
  6 65 - 74
  7 75 OR OLDER

- What is the highest level of education that you have completed? (Circle one)

  1 LESS THAN HIGH SCHOOL
  2 HIGH SCHOOL GRADUATE
  3 TECHNICAL SCHOOL OR SOME COLLEGE
  4 COLLEGE GRADUATE OR BEYOND

- Are you employed outside the home? (Circle one)

  1 FULL-TIME
  2 PART-TIME
  3 NO

- Where do you live? (Circle one)

  1 RURAL FARM
  2 RURAL COMMUNITY (LESS THAN 2,500 PEOPLE)
  3 TOWN OF 2,500 - 24,999 PEOPLE
  4. CITY OF 25,000 - 50,000 PEOPLE
  5 CITY OVER 50,000 PEOPLE

E. PROGRAM BENEFITS

IF YOU WANT TO KNOW:

What did they learn - skills gained, attitudes changed, practices applied?
How they intend to use, pass on to others?
What was their estimated dollar value of benefits?
What do they see as a broader community impact from the program?
What did they see as unintended but positive effects?

ASK SUCH QUESTIONS AS:

- Did you pass along the information you learned from the **[meeting/tour/newsletter]** to someone else? (Circle one)

  1 YES
  2 NO

- How do you plan to use the information from this program?

  ____

  ____

- Considering your time/travel, etc., how would you rate the benefits of this program? (Circle the appropriate number)

  LOW 1 2 3 4 5 HIGH

- How would you rate the program? (Circle the appropriate number for each item below)

	LOW		MODERATE		HIGH
A. Amount of information that you actually applied or used	1	2	3	4	5
B. Value to you	1	2	3	4	5
C. Value to someone else (family member, etc.)	1	2	3	4	5

- What would you estimate as the dollar value for the benefits received? (Circle one)

  1 LESS THAN $20
  2 $21 - $40
  3 $41 - $60
  4 $61 - $80
  5 $81 - $100
  6 $101 - $300
  7 $301 - $500
  8 OTHER, specify______________________

[See Appendix for additional help on figuring dollar value of program]

- Have you reduce you overall water consumption **[expected outcome of the program]**? (Circle one)

  1 YES
  2 NO
  3 DON'T KNOW

- Which of these practices do you now use? (Check all that apply)

  [ ] a.
  [ ] b.
  [ ] c.
  [ ] d.
  [ ] e.
  [ ] f. ANY OTHER? Specify:____

  LIST ALL POSSIBLE PRACTICES

- What did you get from the program? (Check any that apply)

  [ ] a. ANSWERS TO QUESTIONS
  [ ] b. RESOURCE MATERIALS I WILL USE
  [ ] c. IDEAS I CAN TRY IMMEDIATELY
  [ ] d. NAMES OF OTHER PEOPLE TO CONTACT
  [ ] e.
  [ ] f.
  [ ] g. OTHER, specify________________________

  LIST LIKELY PROGRAM BENEFITS

- Have you changed your **[practice/behavior/attitude]** in any way as a result of this program?

  1 YES __________ How? Please specify:________________________________
  2 NO

- What benefits have you or your family achieved through **[outcome of the program]**? (Check any that apply)

  [ ] a.
  [ ] b.
  [ ] c.
  [ ] d.
  [ ] e. OTHER, specify____________________

  LIST ALL POSSIBLE IMPROVEMENTS RESULTING FROM THE PROGRAM

- How will this program help the community? ______________________________________

  ____

- Would you recommend this **[program/service/practice]** to your friends and neighbors? (Circle one)

  1 YES
  2 NO
  3 DON'T KNOW

F. PARTICIPANT NEEDS, COMMITMENT

IF YOU WANT TO KNOW:

Is the program responding to real needs as perceived by participants?
Is there a commitment among participants to resolving the problem?
How severe is this problem as seen by participants (its meaning for/to them in everyday life)?

USE QUESTIONS SUCH AS:

- What do you see as the problem which this program is addressing? (Circle only one below)

  LIST POTENTIAL PROBLEMS
  PLUS REAL PROBLEMS

  1
  2
  3
  4
  5
  6
  7
  8 OTHER, specify________________________________

- To what extent is **[name the problem]** a major problem in your **[community/family/ranch/business]**? (Circle one)

  1 A BIG PROBLEM
  2 A PROBLEM
  3 NOT A PROBLEM

- What do you think is the commitment among the townspeople /cattle producers/parents **[specify clientele group]** to solving this problem **[specify problem]**? (Circle one number)

LOW COMMITMENT	1	2	3	4	5	HIGH COMMITMENT

- How do you think we might get more people involved in fighting this problem?

  ____

  ____

- Do you think the program adequately addressed the problem? (Circle one)

  1 YES
  2 NO
  3 PARTIALLY

  What else can be done? ____

  ____

G. PROGRAM IMPROVEMENT

IF YOU WANT TO KNOW:

What do participants recommend for improvement?
What are possible future topics, subject matter areas to cover?
What times/places are appropriate?

ASK SUCH QUESTIONS AS:

- What suggestions do you have to improve this program in the future?

____

____

- Which topics would you like presented at future sessions? (Check any that you would like covered)

[ ] a.
[ ] b.
[ ] c.
[ ] d.
[ ] e.
[ ] f.
[ ] g. OTHER, SPECIFY____

LIST ALL POSSIBLE TOPICS

- How would you change the program? Comment:

____

____

- Use the following space for providing any recommendations or changes to the program.

Appendix

EXAMPLES OF WAYS TO ESTIMATE DOLLAR VALUES- CAN BE APPLIED TO OTHER SUBJECT AREAS.

DOLLAR VALUE is computed by subtracting the cost of your do-it-yourself project from the cost of a comparable item made professionally/commercially. To compute your costs:

A. Enter the retail costs of a comparable item		$________
B. Enter your costs for all materials	$________	
C. Estimate your total hours expended, multiplied by minimum wage (10 hrs x $3.65/hr = $30.65)	$________	
D. Include any other costs, e.g. any operating costs, fees, transportation expenses, foregone salary/income,etc.	$________	
E. Total of B, C and D (your costs)	$________	
F. Subtract E (your costs) from A		$________

To estimate **DOLLAR VALUE** for financial management recommendations.

Examples:

1. *Add all money freed by using better money management methods. Then divide this total by the number of months you followed the practices.*

2. *Sum the total of all increases added to your savings accounts and investments. Divide total amount by the number of months you used recommendations.*

3. *Divide the total amount of increased money placed in retirement funds by the number of months you have used the recommendations.*

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